WHAT WE KNOW ABOUT FOREIGN-LANGUAGE READING

. . . and what that means for the curriculum

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- **What we know**
- **Implications**
- **Curriculum**
- **What we need to know**

Reader knowledge-base is a major contributing factor

- **Linguistic level**
- **Conceptual level**

Linguistic level

- L1 Literacy
- L2 grammatical ability

Conceptual Level

- Culturally compatible text
- Reconstruction for compatibility

Knowledge-base interacts with L2 linguistic abilities

Interactions

High Knowledge High Comprehension	High Knowledge Low Comprehension
Low Knowledge High Comprehension	Low Knowledge Low Comprehension

- What we know
- **Implications**
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Implications

- L1 literacy
- Grammatical knowledge
- Vocabulary
- Topic Knowledge
- The other 50%

- What we know
- Implications
- **Curriculum**
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Easy Solutions

- Ignore L1 literacy
- Teach grammar
- Drill vocabulary
- Pre-Reading activities

Research-based Solutions

- Measure L1 Literacy
- Grammar for Reading
- Systematic Vocabulary Instruction
- Systematic Background Instruction

How?

- Student scores
- Relevant practice

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What don’t we know?

- Acquisition of vocabulary
- Use of prior knowledge
- Suspension of prior knowledge

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